



Tools of Assessment

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What is assessment?

Process of collecting, analyzing and reporting data that informs us about progress and problems a learner encounters in a learning experience

Harada, *What is Assessment?* AASL Fall Forum, 2006.



Getting started with assessment tools

- Tools facilitate learning and assessment.
- Students need experience using tools.
- The use of tools is developmental.
- Ultimate learning goal – students can use tools independently.



What tools can SLMS use to collect data or evidence from students?

- Logs
- Rubrics and Rating Scales
- Organizers
- Webs
- Matrices



How do logs collect evidence?

- Logs
 - Tool for self-assessment, reflection
 - Focus on –
 - **What** student learned
 - **How** student learned
 - **How** student feels
 - Prompts are important
 - Focus prompts on learning goals



How do logs collect evidence?

Prompts:

I found the K-W-L chart (helpful/not helpful) Why?

Which tool did you use to establish your focus? Why did you select that tool?

How did the K-W-L chart help you to establish your focus?



How do checklists collect evidence?

- Checklists
 - Help students to --
 - Understand assignment requirements
 - Reflect on the process
 - Help teachers & LMS –
 - Provide feedback during assignment
 - Final assessment tool



How do checklists collect evidence?

- Checklist characteristics
 - Identifies behaviors
 - Focus on critical aspects of task
 - Provides evidence
 - Assessment tool



How do checklists collect evidence?

	Yes	No
I can use the catalog to find information on my topic?		
I can use the Dewey number to find books on the shelf.		
I can use an index to find information in my book.		
I can write a citation for my book.		



How do rubrics collect evidence?

- Rubrics
 - Show components of task
 - Criteria for quality product
 - Include ranges of performance
 - Both an assessment tool and teaching strategy



How are rubrics constructed?

- Constructing Rubrics
 - Involve students in rubric development
 - Example: “What is quality product?”
 - Select assessment criteria
 - Create a draft of the rubric
 - Practice using with students
 - Make revisions
 - Use the rubric



How are rubrics constructed?

Criteria	Novice	Proficient	Expert
Quality of presentation design	Design is simplistic	Design includes appropriate use of background, graphics, and text	Design is dynamic with creative use of background, graphics, animation, and transitions
Content	Content lacks sufficient details on topic.	Content provides response to research question(s)	Content provides depth of info on topic

Harada, Assessing Learning, p. 50, 56, 59.
Pappas, AASL Fall Forum 2006



What are organizers?

“Tools or techniques that provide identification and classification along with possible relationships or connections among ideas, concepts, and issues.” (Callison)

“Graphic organizers are visual representations of thinking.”
(Harada)



What are organizers?

- Concept maps
 - Visual diagram . . . to show links among important related concepts.
- Webs
 - Graphic organizer that clusters words around a central topic or theme.



What are organizers?

- Matrices
 - A grid to show similarities and differences.
- K-W-L charts
 - Chart for planning and assessing projects.



Organizers provide evidence of thinking skills

Thinking Skill	Organizer Examples
○ Comprehension	○ Classify
○ Analysis	○ Order, compare
○ Synthesis	○ Solve a problem
○ Evaluate	○ Conclude



Comprehension

Habitats, Food groups

	Class A	Class B	Class C
Example			
Example			
Example			



Comprehension -- Example

Habitats – Classify creatures in habitats

	ponds	forests	oceans
birds	geese	hawks	sea gulls
mammals			
reptiles			



Analysis

Compare

	Item 1	Item 2
Attribute		
Attribute		
Attribute		



Analysis

Order, Sequence, Timeline

Begin	Event 2	Event 3	Event 4	Event 5	End

Events



Analysis

Western Expansion, Plot of a story

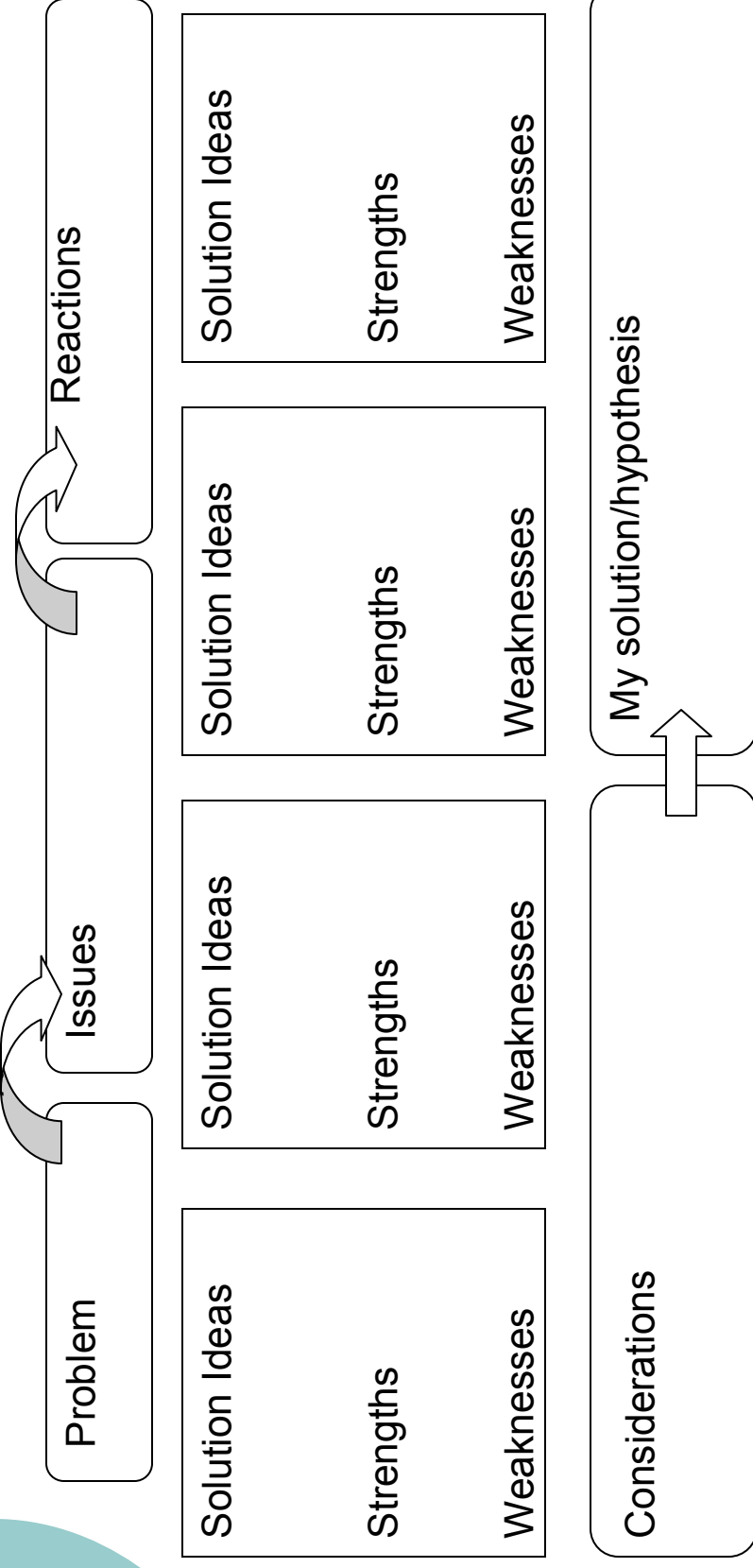
Begin	Event 2	Event 3	Event 4	Event 5	End

Events

Synthesis

Prediction

Use this organizer to explore solutions and solve a problem or construct a new hypothesis





Organizers provide evidence of process

- Finding a focus
 - Webs, K-W-L Charts
- Planning for research
 - Planning organizer
- Evaluate and collect information
 - T-chart, PPT
- Organize and present information
 - Sequence, analyze, synthesize, evaluate



Finding a focus

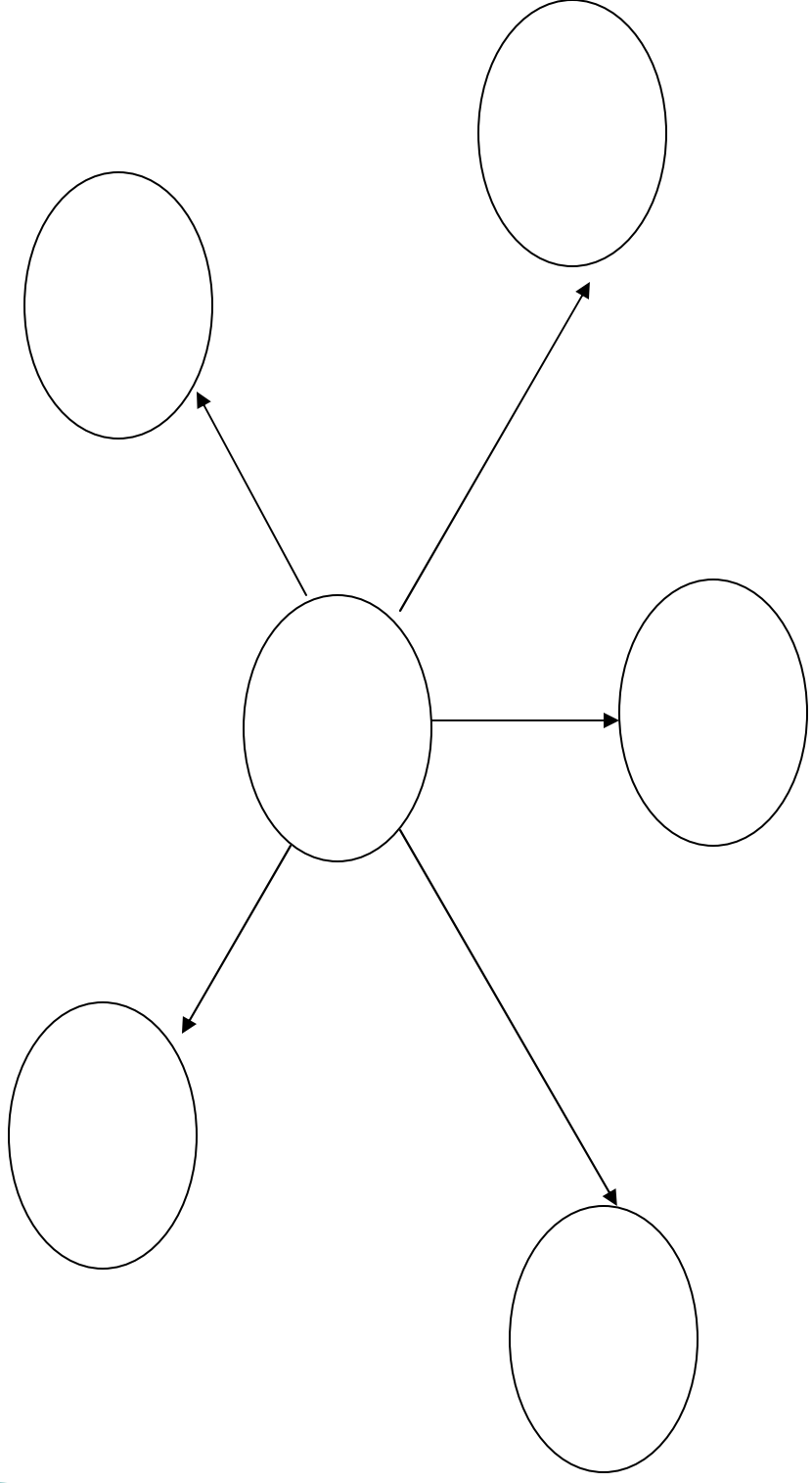
K-W-L Chart

TOPIC			
What I KNOW	What I WONDER	HOW I will find out	What I LEARNED



Finding a focus

Webs





Planning for research

Strategies		Date to finish
My focus		
My research question		
My search strategies		
Recording information		
Create product		
Evaluate my process and product		



Planning for research

Strategies		Date to finish
My focus	Brainstorm topic with webbing (<i>Inspiration</i>) Use KWL to develop questions	
My research question	Develop question use KWL chart	
My search strategies	Develop list of keywords from topic web Brainstorm list of resources & tools Search for information	
Recording information		
Create product		
Evaluate my process and product		



Evaluate and collect information

T-Chart

Content notes

My reaction

Citation:



Organize and present information

Organizing

- Outline
- Inspiration/Kidspiration
- PPT Slides
- Webbing



HS Scenario: Immigration

United States History

Standard: Students compare primary sources from different perspectives about immigrants in the urban setting.

Question: What can primary sources tell us about the challenges of immigrant life in urban areas?



HS Scenario: Immigration

Tools to assess process

Focus: K-W-L Chart

Demonstrates thinking, development of research questions

Record information: T-Chart

Demonstrates note taking, evaluating information, organizing information to answer research questions



HS Scenario: Immigration

Tools to assess process --

Organize Information: Comparison
Chart

Demonstrates critical thinking --
analysis



Elementary Scenario: Habitats

Science Standard: Students consider things and processes that plants and animals need to stay alive.

Question: How do animals adapt to different habitats?



Elementary Scenario: Habitats

Tools to assess process --

Focus: Brainstorming web

Demonstrates thinking,
concept relationships

Plan the research: Planning organizer
Demonstrates planning and
process



Elementary Scenario: Habitats

Tools to assess process --

Record information: Classifying
organizer

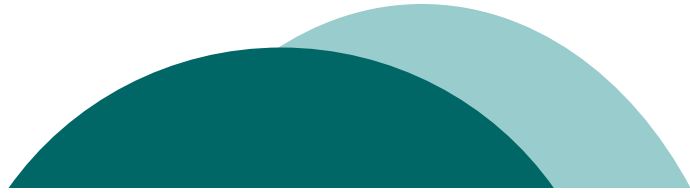
Demonstrates comprehension
thinking skill



Designing learning with focus on assessment

- What should students know or be able to do?
- What tools will provide evidence of new knowledge or skills?
- Develop the learning experiences
- Design the tools to collect evidence
- Reflect on and analyze that evidence
- Share and use new information to design future learning experiences

Based on Koechlin and Zwaan, 2003.



InfoSkills Template

Info Skill(s)	Curriculum Context	Resources & Equipment
Learning Experiences		Next Time
Gathering Evidence of Understanding		
Documenting Evidence of Understanding		

Koechlin and Zwaan, 2003, p. 178.

Pappas, AASL Fall Forum 2006



Using and Sharing Evidence

- What does the evidence tell you?
- How can the evidence be used?
- Who should we share this evidence with?
- What are your next steps?



References

- Callison, Daniel. "Organizers." School Library Media Activities Monthly 16.5 (January 2000): 36-39.
- Harada, Violet H. and Joan M. Yoshina. Assessing Learning. Westport, CT: Libraries Unlimited, 2005.
- Harada, Violet H. and Joan M. Yoshina. Inquiry Learning through Librarian-Teacher Partnerships. Worthington, OH: Linworth Publishing, 2004.
- Koechlin, Carol and Sandi Zwaan. Build Your Own Information Literate School. Salt Lake City, UT: Hi Willow Research and Publishing. 2005.

See *Tools of Assessment Pathfinder* (Pappas) for additional resources.